Leading to Increase Teacher Voice and Influence: working to enlarge teachers' role in decision-making beyond the classroom and in concert with other stakeholders

May include: Participating on school or district leadership team that supports and monitors program implementation; recommending changes in policy and practice; or helping to create career pathways for teachers as leaders who remain in the classroom

Vignette:

Based on a recent faculty conversation about the need for increased one-to one-technology in classrooms, Nicole wrote an op-ed for her local newspaper advocating for increased technology funding in her school district. Nicole's local legislator contacted her to set up a meeting. In response, Nicole obtained administrative permission to generate and distribute a brief online survey to inventory the immediate needs of her fellow teachers. Equipped with the data generated by the survey, Nicole engaged in meaningful dialogue with her legislator about the needs of local schools. Then she distributed her survey across her content association network. With that data in hand and the help of a national teacher voice advocacy organization working in the state, she set up a meeting and presented her findings to a team of legislators from her region.

Core Beliefs:
o   There is tangible benefit to teachers and students when they remain in and provide leadership beyond the classroom.
o   Improvement efforts honor teachers' perspectives, experiences and ideas.
o   Changes in policy and practice are achieved through engaging teachers and other stakeholders.
o   Leadership is strengthened when distributed across role groups.
o   Teacher leadership grows through intentional, well-defined efforts.

Dispositions:
o   Generalize beyond own experiences.
o   Honor all perspectives.
o   Presume positive intent.
o   Value professional expertise.
o   Foster community.
o   Persevere in difficult situations.
o   Think and act flexibly.

Knowledge and Skills:
o   Articulate a shared vision and goals for student learning.
o   Act in an open and transparent manner.
o   Anticipate emerging trends to shape school or district decision-making.
o   Ask deep, clarifying questions and promote a culture of professional inquiry leading to increased student growth.
o   Seek and engage in non-evaluative, reflective dialogue.
o   Take initiative to assume leadership roles.
o   Uphold highest levels of honesty, integrity and confidentiality.
o   Challenge negative attitudes to ensure all students are honored.
o   Strive for accountability and sustainability.
o   Partner with parents and the larger community on decisions that affect school direction.
o   Understand and work to collaborate within systems.
o   Facilitate group decision-making using research, data and evidence.
o   Use technology to build networks that unite diverse groups and interests.